

**ASSESSMENT OF FACTORS INFLUENCING RETENTION
OF TEACHERS IN PRIVATE SECONDARY SCHOOLS IN
NAKURU SUB COUNTY**

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A Project Submitted to School of Business and Economics in Partial
Fulfilment of the Requirements for the Award of the Degree of Master of
Business Administration (Human Resource Management option), of
Kabarak University.

2016

DECLARATION AND APPROVAL

Declaration

This research project is my own original work and has not been presented to any other University for award of Degree or Diploma.

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Approval

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DEDICATION

This work is dedicated to my wife Salma, Sons Habib and Yasin and daughter Fatima Zahra for their unending love as I pursued this course.

ACKNOWLEDGEMENTS

I would like to thank the Almighty Allah for the able guidance throughout my studies. My heartfelt appreciation also goes to my supervisors Dr. Maina Waiganjo and Mr. Philip Ragama for their invaluable professional advice and guidance through all the stages of the research process. My special gratitude to my parents and siblings for their prayers, support, encouragement and understanding throughout my study period. Finally, my sincere appreciation goes to all my friends and colleagues who continued to encourage me throughout this period.

ABSTRACT

The purpose of the study was to assess the factors influencing teacher turnover in private secondary schools in Nakuru Sub County. The objectives of this study were to assess the extent to which leadership, working environment, remuneration and Organizational culture contribute to teacher turnover in Private secondary schools in Nakuru Sub County. The study was guided by the Herzberg's motivation theory and Vroom's Expectancy theory. Descriptive survey research design was used. Stratified sampling was used to select a total of 18 private secondary schools and purposive sampling was used to pick 116 teachers. Primary data was collected by administering pretested structured questionnaires to respondents and analyzed using descriptive and inferential statistical techniques. The findings indicate that working environment, organizational culture and leadership have no significant influence on turnover of teachers in private secondary schools in Nakuru Sub County. Remuneration was found to have significant influence on teacher turnover in private secondary schools in Nakuru Sub County. The study recommended that Turnover rate should be monitored and considered important in policy formulation regarding Human Resource factors and organizational factors since it will help management in retaining their teachers. Rewards and any benefits should be awarded on merit and experience in order to help in retention. The salaries of teachers need to be increased, which will not only retain the present teachers but also attract teachers from other schools as well. Schools should identify those benefits which have more influence on teacher retention. Furthermore, Schools need to revisit their present benefits package to identify those benefits which are not useful in order to replace them. Schools must conduct "stay" and "exit" interviews to understand as to why teachers choose to leave. This information will help in understanding the reasons why teachers leave and mitigate on them.

Key words: *Leadership, Working Environment, Organizational Culture, Remuneration, Private Secondary School.*

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Employee turnover is the rate at which employees are leaving a firm on an annual basis. It can be expressed as a percentage, by dividing the number of employees who have left over the year by the total number of employees who were with the firm at the beginning of the year. It is believed that an annual employee turnover of 25% is considered normal. But a turnover rate of 100% is usually considered a major problem because disproportionate employee turnover in an organization is a sign of existence of internal problems. The main reason for this is because certain professional skills involve the use a lot of resources and usually take long to build. Consequently, a loss of such professionals will always have profound negative impact on the organization (Cole, 2002).

Employee retention issues are emerging as the most critical workforce management challenges of the modern world. Well managed organizations monitor employee turnover rate because as turnover rate increases, the cost of replacement and loss of productivity increases (Gomez-Mejia, Balkin & Cardy, 2010; Fisher & Shaw 2009).

However, a lack of job satisfaction among employees not only leads to high turnover rates but could also have detrimental effects on the individual, like burnout (Mrayyan, 2005). There is a consensus among scholars that organizations experiencing employee turnover either benefit or suffer the cost of turnover depending on the various factors having an influence on employee turnover (Koech, 2011; Susu, 2008). In most cases, these factors are very disruptive and can be costly when their effects are not identified and can cause chaos in the organization if not really maintained to a minimum level. But if well maintained, it helps in retaining the best employees that will in turn improve their performance and subsequently result in enhanced productivity in the organization.

Gupta (2016) posits that one thing that retention is not is continuing to invest in employees who, for whatever reasons, aren't contributing in positive way to the company. The importance of retention can also vary widely from culture to culture. For

instance, in some countries, employees tend to stay at one company for their entire professional lives, while in other countries, they move from firm to firm often, depending on available opportunities and their interests and priorities. Even within one culture or country (or within one geographic region), attention to keeping good employees may fluctuate, depending on economic conditions and shifting workplace realities (Waldoop, 2010).

Retention of key talent — those employees who are the strongest performers, have high potential or are in critical jobs — is even more important during economic recoveries when organizations compete aggressively for market share and talent. Key talent disproportionately contributes to current organization performance and to future performance since key employees often become organization leaders. Losing key talent costs considerably more since these employees' impact and contribution are greater than that of typical employees. Estimates suggest that the cost of employee turnover often ranges from 50% to 200% of the employee's annual salary based on the type and level of job he/she holds. These costs are substantial for even medium-sized organizations that have moderate rates of turnover (Allen 2008, Cascio 2010, O'Connell & Kung 2007).

Gordon (2009) predicts that talent shortages are going to increase well into the next decade, limiting the ability of companies to expand and, in fact, jeopardizing their chances of survival as global competition becomes more intense. These long-term shortages are the result of Baby Boomers retiring, the increasing specialization and technical demands of jobs, global competition for talent and education systems not keeping up with the demands of businesses.

Employees retaining is the most imperative target for the organization because hiring of qualified candidate is essential for organization but their retention is more important than hiring, because a huge amount is spend on the orientation and training of the new indicated employees. Research finds that the cost of replacing of old employees with new is estimated up to twice the employee annual salary. When Employees leave the job, organization lose not only the employee, but also lose the customers & client who were loyal to the employee, knowledge of production, current projects, competitor and past history of the organization Organizations. The organization then makes enormous

efforts to attract handfuls of employees and sustain them in the organization. In today's business scenario only high salary and designation is not significant for employees to retain them in the organization, but other factors also play important roles in their retention (Gupta, 2016).

Employee turnover in organizations may manifest in four ways. Voluntary turnover occurs when an employee voluntarily chooses to resign from the organization. Involuntary turnover occurs when the employer makes the decision to discharge an employee and the employee unwillingly leaves his or her position. Functional turnover occurs when a low performing employee leaves the organization. It reduces the amount of paperwork that a company must file in order to rid itself of a low-performing employee. Dysfunctional turnover on the other hand occurs when a high-performing employee leaves the organization. This study seeks to assess factors that lead employees to leave their jobs voluntarily (Gupta, 2016).

Bidisha and Mukulesh (2013), Observed that the long term health and success of any organization depends upon the retention of key employees. Baker, (2006), gave stress on the fact that hiring new employees are far difficult as well as costlier than to keep the current employees in the organization. Kaliprasad, (2006), pointed out that an organization's ability to retain its employees completely depends upon its ability to manage them. He found out four interlinked processes that can be utilized for an effective Human resource management system: the motivation process, the interaction process, the visioning process and the learning process. Kaliprasad, (2006), also confirmed that despite the fact that an organization may try to bring all these factors into play to enhance employee retention, an employee can still choose to leave the work place because of, for example, bad management. The main purpose of retention is to prevent the loss of competent employees from the organization as this could have adverse effect on productivity and service delivery (Samuel & Chipunza, 2009)

Teacher turnover is a global challenge and by its nature, it is an extremely complex occurrence that is influenced by several factors like organizational factors, personal factors and community factors, (Ingersoll, 2001). Research has revealed that teacher turnover in developed countries is a common problem and according to Herbert and Ramsay, (2004) and Ingersoll (2002), this occurrence is on the rise in the USA. In

countries like Britain, Sweden, Germany and New Zealand it has been reported that workforce shortages in schools is a major problem (Allen, 2012; Santiago & Mackenzie, 2005).

In the developing countries, teacher turnover is also a matter of concern. Countries such as Nigeria, Zambia, New Guinea and Malawi have reported high rates of teacher turnover while in Gambia, there is a massive exodus of teachers from the profession owing to such factors as lack of adequate salaries, allowances, housing and promotion, (Xaba, 2003). Koech, Tikoko and Chemwei (2014) found that high employee turnover is a common occurrence in the teaching profession in Kenya. Poor remuneration has often been given as a cause of low morale among teachers, but literature shows that salary is not a sufficient condition for job satisfaction.

1.2 Statement of the Problem

The most valuable assets that organizations have are its people, therefore retaining staff is essential for any organization. When employees leave their jobs, it is often a sign that something is going wrong within the organization (Ng'ethe, Iravo & Namusonye, (2012). A study by Koech, Tikoko and Chemwei (2014) observed that teacher retention was low in public Secondary schools in Baringo County. Another study by Koech (2014) focusing on teacher retention in public secondary school teachers in Kuresoi Sub County recommended that a similar study be carried out in private secondary schools.

Private schools are established and governed by the basic Education Act of 2013. They are supposed to offer quality education while at the same time observing all regulations governing work place environment. They not only offer alternative employment to many people in the country but also admit many students thus reducing the burden on the government's budget

Nakuru Sub County has 19 registered private secondary schools out of a total of 50 secondary schools, an average of 38%. Total enrolment in private schools as at June 2016 was 4,215 students while public schools had 16,014 students. This translates to 26% of the total population.

According to the Education-International, (2007) the level of unemployment in the education sector is still high as evidenced by 40,000 qualified teachers who are still unemployed and the private subsector comes in to alleviate this situation. In Nakuru Sub County 300 teachers have been employed. It is estimated that the sector employs 47,110 teachers nationally in registered school (Kenya Private Schools Association, 2016). This is 19% of the entire workforce in the education sector in Kenya. One would expect with huge unemployment, the sector would retain its workforce but according to (Education watch, 2015), retention of the qualified teachers in this subsector has been poor. The reasons for high turnover in private schools in the sub county are still unclear since there is a dearth of literature on the same and this study sought to assess factors influencing teacher retention in private secondary schools in Nakuru Sub County. Specifically, this study was conducted to investigate the extent to which leadership, working environment, remuneration and organizational culture influence turnover among private secondary school teachers in Nakuru Sub County.

1.3 General Objective of the Study

The general objective of the study is to assess factors influencing turnover of teachers in private secondary schools in Nakuru Sub County.

1.4 Specific Objectives

The specific objectives of this study are:

- i) To investigate the extent to which leadership influence turnover among teachers in private secondary schools in Nakuru Sub County.
- ii) To assess the extent to which working environment influences teacher turnover in private secondary schools Nakuru sub county.
- iii) To establish the extent to which organizational culture influence teacher turnover in private secondary schools in Nakuru sub county.
- iv) To establish the extent to which remuneration influence teacher turnover in private secondary schools in Nakuru sub county.

1.5 Hypotheses of the Study

HO1: Leadership has no significant influence on teachers' turnover in Private Secondary Schools in Nakuru Sub County.

HO2: Working environment has no significant influence on teachers' turnover in Private Secondary Schools in Nakuru Sub County.

HO₃ Organizational culture has no significant influence on teachers' turnover in Private Secondary Schools in Nakuru Sub County.

HO₄ Remuneration has no significant influence on teachers' turnover in private secondary schools in Nakuru Sub County.

1.6 Significance of the Study

The main objective of this study is to assess factors that influence turnover of teachers in private secondary schools. Leadership, working environment, remuneration and Organizational culture will be investigated. The findings of the study are intended to benefit many stakeholders. The directorate of quality assurance and standards is expected to use the findings of this research to evaluate the working environment of teachers as a key tool for effective teaching and learning. The ministry of labour is likely to use the findings of this research to evaluate the extent to which labour relations are applied in private secondary schools. The findings of this research are likely to be used in legislating laws governing hiring of teachers in private secondary schools and the private sector at large. Through the findings of this research, the teachers service Commission is expected to benchmark retention in the private and public sectors. This study is expected to help established and upcoming schools in finding out important considerations in teacher retention decisions.

1.7 Scope of the Study

The study seeks to assess the factors influencing teacher turnover in private secondary schools in Nakuru Sub County. Specifically leadership, working environment, remuneration and organizational culture will be examined. Nakuru Sub County is found within Nakuru County and has two administrative divisions namely: Nakuru town east and Nakuru town west divisions. A total of 116 teachers from 18 schools will be used in this study. The study was carried out between September 2015 and November 2016.

1.8 Limitations and Delimitations of the Study

Mugenda and Mugenda (2003) explained that limitations are aspects of a research that may influence the results negatively but over which the researcher has no control. Some teachers may show hesitance in responding freely for fear of victimization by the school administration. This will be resolved by ensuring that the respondents do not indicate

their names and all information provided will be treated confidentially and will be used for academic purpose only.

1.9 Assumptions of the Study

The research will assume that the respondents will respond honestly to the questions of the survey and provide accurate information. It is assumed that the sample selected will be representative of the population.

1.10 Definition of Operational Terms

Leadership

Leadership is a process of social influence in which a person can enlist the aid and support of others in the accomplishment of a common task (Chin, 2015). This study will adopt the same meaning.

Organizational Culture

Organizational culture encompasses values and behaviors that contribute to the unique social and psychological environment of an organization. According to Needle (2004), organizational culture represents the collective values, beliefs and principles of organizational members and is a product of such factors as history, vision, beliefs and habits. In this study organizational culture will be used to refer to both visible and invisible levels of culture.

Private Secondary Schools

These are schools which are dependent on user fees to cover all or part of their operational and development costs (Day et al., 2014). This study will adopt the definition that private schools are managed largely independent of the state, and are owned or founded independent of the state.

Turnover Intention

Employee turnover occurs when workers leave an organization and need to be replaced by new recruits, Koech, Tikoko and Chemwei (2014). This study will adopt this meaning.

Working Environment

According to Last (2001), working environment is all that which is external to the human host and can be divided into physical, biological, social and cultural any or all can influence human being in a work place. In this study, this term include the kind of leadership, resources, school culture and how a teacher relates to others in private secondary schools.

Remuneration

According to Shah and Burke (2003), remuneration is compensation in lieu of the service rendered by the employee. In this study, this term means compensation, allowances and any bonuses received in exchange of work or services performed by teachers.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter contains relevant theories and findings of past studies related to teachers' turnover. The literature review section has been divided into the theoretical review and empirical review on the factors influencing teachers' turnover in private secondary schools.

2.2 Theoretical Review

Employee turnover is the rate at which employees leave the organization voluntarily or involuntarily, (Armstrong, 2009). Gberevbie (2008) found that if appropriate employee retention strategies are adopted and implemented by organizations employees will surely remain and work for the successful achievement of organizational goals. In the view of Acton and Golden (2003), the Human Resource Department plays an active role in retaining its employees. It make policies for employee betterment such that employees would be satisfied with the organization and stay with the firm for longer time. This shows that it is not just retention of employees but also retention of valued skills. Gupta (2016) advanced that one thing that retention is not is continuing to invest in employees who, for whatever reasons, aren't contributing in positive way to the organization.

Bidisha and Mukulesh (2013), Observed that the long term health and success of any organization depends upon the retention of key employees. Baker, (2006) on the other hand gave stress on the fact that hiring new employees are far difficult as well as costlier than to keep the current employees in the organization. Kaliprasad, (2006), pointed out that an organization's ability to retain its employees completely depends upon its ability to manage them. Ng'ethe et al, (2012) observed that when employees leave their jobs, it is often a sign that something is going wrong within the organization. Retention can also vary widely from culture to culture. For instance, in some countries, employees tend to stay at one company for their entire professional lives, while in other countries, they move from firm to firm often, depending on available opportunities and their interests and priorities. Even within one culture or country (or within one geographic

region), attention to keeping good employees may fluctuate, depending on economic conditions and shifting workplace realities (Waldoop, 2010).

Staff turnover has been always a key concern issue faced by organizations regardless of its location, size, nature of business, business strategy (profit or non-profit oriented). Chan, Yeo, Lim and Osman (2010). Long, Thean, Khairuzzaman, Ismail and Jusoh (2012) quoted staff turnover as a serious issue especially in the field of human resources management. Ali (2009) commented that high turnover brings destruction to the organization in the form of both direct and indirect cost. He quoted that high turnover would bring destruction to the organization in the form of both direct and indirect cost. Direct costs are referring to costs such as expenditures incurred on the selection, recruitment, induction and training of new employees (Sellgren, 2007). Indirect costs are referring to cost of learning, reduced morale, pressure on the existing employees and the loss of social capital.

There is a consensus among scholars that organizations experiencing employee turnover either benefit or suffer the cost of turnover depending on the various factors having an influence on employee turnover (Koech, 2011; Susu, 2008). In most cases, these factors are very disruptive and can be costly when their effects are not identified and can cause chaos in the organization if not really maintained to a minimum level. But if well maintained, it helps in retaining the best employees that will in turn improve their performance and subsequently result in enhanced productivity in the organization. It is believed that an annual employee turnover of 25% is considered normal. But a turnover rate of 100% is usually considered a major problem because disproportionate employee turnover in an organization is a sign of existence of internal problems. The main reason for this is because certain professional skills involve the use a lot of resources and usually take long to build. Consequently, a loss of such professionals will always have profound negative impact on the organization (Cole, 2002).

Researchers such as Cascio (2003), Heneman and Judge(2003); Gberevbie (2008) have agreed that an organization's inability to formulate and implement strategies capable of recruiting competent employees and retaining them to achieve organizational goals is one of the main challenges facing organizations in the area of performance. Well managed organizations monitor employee turnover rate because as turnover rate

increases, the cost of replacement and loss of productivity increases (Gomez-Mejia et al, 2010; Fisher & Shaw 2009).A lack of job satisfaction among employees not only leads to high turnover rates but could also have detrimental effects on the individual, like burnout (Mrayyan, 2005).

Workforce Planning for Wisconsin State Government (2005) has defined employee retention as “a systematic effort to create and foster an environment that encourages employees to remain employed by having policies and practices in place that address their diverse needs.” According to Olowu and Adamolekun (2005), it is becoming more essential to secure and manage competent human resource as the most valuable resource of any organization, because of the need for effective and efficient delivery of goods and services by organizations, whether in public or private sector. Therefore, for an organization to realize its goals, appropriate strategies for employee recruitment and retention are sine-qua-non for enhanced performance. Gberevbie (2008) has stated that employee retention strategies refer to the plans and means, and a set of decision-making behavior formulated by organizations to retain their competent workforce for performance.

High turnover of teachers from a schools’ perspective translates to loss of competitive teachers and this lowers the overall school performance. Estimates suggest that the cost of employee turnover often ranges from 50% to 200% of the employee’s annual salary based on the type and level of job he/she holds. These costs are substantial for even medium-sized organizations that have moderate rates of turnover (Allen 2008, Cascio 2010, O’Connell& Kung 2007).Gordon (2009) predicts that talent shortages are going to increase well into the next decade, limiting the ability of companies to expand and, in fact, jeopardizing their chances of survival as global competition becomes more intense.

Teacher turnover is a global challenge and by its nature, it is an extremely complex occurrence that is influenced by several factors like organizational factors, personal factors and community factors, (Ingersoll, 2001). Research has revealed that teacher turnover in developed countries is a common problem and according to Herbert and Ramsay, (2004) and Ingersoll (2002), this occurrence is on the rise in the USA. In countries like Britain, Sweden, Germany and New Zealand it has been reported that

workforce shortages in schools is a major problem (Allen, 2012; Santiago & Mackenzie, 2005).

Ingersoll (2002), posits that unchecked turnover affects performance and effectiveness of the school towards achieving its set goals. This may as well be an indicator of the underlying problems and how well the schools' systems operate. According to Zhou and Volkwein, (2004), the costs of academic staff turnover, such as subsequent recruiting expenses, disruptions of courses, discontinuities in departmental and student planning are borne at individual, departmental and institutional levels and have an impact on quality of services and the image of the institution. The main purpose of retention is to prevent the loss of competent employees from the organization as this could have adverse effect on productivity and service delivery (Samuel & Chipunza, 2009). Xaba, (2003) established that in the developing countries, teacher turnover is also a matter of concern. Countries such as Nigeria, Zambia, New Guinea and Malawi have reported high rates of teacher turnover while in Gambia, there is a massive exodus of teachers from the profession owing to such factors as lack of adequate salaries, allowances, housing and promotion. Koech et al, (2014) found that high employee turnover is a common occurrence in the teaching profession in Kenya. There are many theories that can help one understand the concept of employee turnover. This subsection seeks to summarize the theories that are relevant to this study.

2.2.1 Expectancy Theory

Expectancy theory is widely used in turnover intentions (Vroom 1964, Porte& Lawler 1968, Lawler 1994). Basic to the idea of expectancy theory is the notion that people join organizations with expectations and if these expectations are met they will remain members of the organization (Daly & Dee 2006). According to turnover and retentions frameworks developed from this theory decisions to stay or leave an organization can be explained by examining relationships between structural, psychological, and environmental variables. Structural variables include, work environment, autonomy, communication, distributive justice and workload. Psychological variables include job satisfaction and organizational commitment and the environmental variables include availability of job opportunities. However, Sutherland (2004) established that job satisfaction and organizational commitment do not necessarily lead to loyalty, long defined as the intention to remain with the employer.

2.2.2 Equity Theory

Equity theory (1965) is concerned with the perceptions people have about how they are treated as compared with others. The theory posit that employees seek to maintain equity between the input they bring into a job (education, time, experience, commitment and effort) and the outcome they receive from it (promotion, recognition and increased pay) against the perceived inputs and outcomes of other employees. Failure to find equity leads to various actions one of which may be to leave the organization. The major strength of this theory is that, it recognizes that individual inputs such as education, experience, effort should be recognized in such a way that equity is experienced. It also shows that individual employees are part of the larger system. This theory therefore guides in understanding what may influence teachers to leave in that they keep on comparing what teachers earn in other secondary schools and other comparable organizations in order to realize a balanced state between the inputs-outcome ratios. In turn this contributes to labour mobility within the teaching fraternity. The major weakness in this theory is subjectivity of the comparison process. There is a tendency in human nature to distort their inputs especially in regard to effort and hence becomes subjective when comparing (Beardwell & Claydon, 2007).

2.2.3 Herzberg Two Factor Theory

Herzberg (1959) two factor theory argue that employees are motivated by internal values rather than values that are external to the work. In other words, motivation to work is internally generated and is propelled by variables that are intrinsic to the work which include achievement, recognition, the work itself, responsibility, advancement, and growth. Conversely certain factors induce dissatisfying experiences to employees and these factors largely result from non-job related variables also called extrinsic variables. These are company policies, salary, coworker relationships and supervisory or management styles and work environment (Armstrong, 2009). This theory is relevant to this study in that it recognizes that employees have two categories of needs that operate in them and that both should be addressed. This theory therefore can guide a researcher in assessing factors influencing retention of teachers in private secondary schools in Nakuru Sub County.

2.2.4 Leadership Styles

The literature has identified a wide range of leadership styles and structures that correspond to specific organizational or business conditions. The array of leadership styles has specific actions, structures, and outlooks and expectations of the leader, all of which have different strengths and weaknesses. However, it is not the case that any of the profiled leadership styles are poor, but rather that they are useful in different contexts.

Leadership is a process of social influence in which a person can enlist the aid and support of others in the accomplishment of a common task (Chin, 2015). Leadership style on the other hand refers to the approach leaders choose to use in order to influence their subordinates (Van Eeden, Cilliers, & Van Deventer, 2008). While many leadership styles exist and depend on the work environment, different styles thus far have succeeded or failed at the interface between the leader and the employee. Focusing on leader behavior and effectiveness in higher education, Bolden et al., (2012) noted that there has been a rapid expansion of interest in the role of leadership and leaders in effecting transformation of universities. The ability to lead faculty members, possess critical thinking skills, and have the ability to lead by example are some of the many components of effective leadership in the educational sector (Thrash, 2012). For instance, Thrash (2012) stated that academic dean must be able to adapt to the leadership style that works for the group for which he or she is responsible.

Two leadership styles that have been identified as most common within the education context are discussed, including the instruments used to measure leadership behaviors. Effective attributes and characteristics of each style are identified in order to build a basis for the leadership style component of the conceptual framework. These two leadership styles include transformational and transactional. According to Thrash (2012), transformational and transactional leadership are the most popular styles of management in current literature, given that they are assumed to produce desired results. In the educational setting, for example, transformational leadership brings about systematic change in schools and many academic deans indicated that this particular leadership is one of their preferred methods regarding their leadership style (Thrash, 2012). Academic deans and heads of department, academic advisors, student counselors, administrative leaders, and faculty members are some of the professional

leaders in higher education considered to be the study population because they are important stakeholders in the organization.

2.2.4.1 Transformational Leadership style

Transformational leadership involves focusing on the ability of individuals to bring about organizational improvement through embodying a sense of ownership in the organization (Bass, 1985). More specifically, transformational leaders inspire others to follow them and to achieve extraordinary outcomes, while developing their own leadership capacity (Bass, 1990; Obiwuru, Okwu, Akpa & Idowu, 2011). Transformational leaders have the potential to create high-performing organizations. Research indicated that transformational leadership, as compared to transactional, was more correlated with lower turnover rates, higher productivity, lower stress and burnout, and higher employee satisfaction (Odumeru & Ogbonna, 2013; Robbins & Judge, 2011).

Studies by Ingram (1997) and Yuen and Cheng (2000) have found certain leadership behaviors to be important to successful transformational leadership for educators. Yuen and Cheng (2000) classified these behaviors as inspiring, social supporting, and enabling. Each of these behaviors have been empirically tested and found to increase employee motivation and satisfaction in an organizational setting (Bolkan & Goodboy, 2009; Gooty, Gavin, Johnson, Frazier, & Snow, 2009; Ingram, 1997). Transformational leaders also have been described in prior literature as highly interactive, passionate, empowering, visionary, and creative (Hackman& Johnson, 2004). According to Obiwuru et al. (2011), the most prominent factor that causes improvement in performance was the solid relationship developed under transformational leaders. Transformational leaders are more capable of creating resilient organizations as well as adapting to changes quickly and effectively.

Components of transformational leadership

Bass (1985) further expanded Burn's theory by conceptualizing transformational leadership behaviors into four categories, which are labeled as the "Four I's": idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration.

Idealized influence (II).

Bass (1999) described idealized influence as the transformational leader's ability to clearly articulate a vision to followers and the ability to motivate followers to join the vision. As a result, followers place a high degree of trust in the leader (Bass, 1985).

Inspirational motivation (IM).

Bass (1999) described inspirational motivation as providing followers with challenges and meaning for engaging in shared goals. Bass and Steidlmeier (1999) extended the definition by identifying inspirational motivation as the leader's ability to communicate his or her vision in a way that inspires followers to take action in an effort to fulfill the vision. Inspirational motivation enables leaders to remain focused on the vision of the group despite any obstacles that may arise (Kent, Crotts, & Azziz, 2001).

Intellectual stimulation (IS).

Avolio, Bass, and Jung (1999) described intellectual stimulation as getting followers to question the true methods of solving problems by encouraging them to improve upon those methods. Brown and Posner (2001) found that the intellectual stimulation component of transformational leadership plays a healthy and beneficial role in organizational learning, because leaders place value in learning for both themselves and their followers.

Individualized consideration (IC).

Corrigan and Garman (1999) found that individualized consideration positively affects and facilitates team-building efforts. Yukl (2007) described individualized consideration behaviors as support, encouragement, and coaching to followers. Barnett, McCormick, and Conners (2001) described individualized consideration as occurring when leaders develop interpersonal relationships with followers and these interactions allow the leader to personalize leadership and establish goals for each individual follower.

2.2.4.2 Transactional Leadership style

Transactional leadership produces incremental changes in way followers behave. For instance, transactional leaders generally reward or discipline the follower depending on the adequacy of the follower's performance. Transactional leaders dedicate time and

energy to optimize and develop processes, systems, tasks, and potential of their followers. Transactional leadership managed using the status quo, kept employees' attitudes or values the same, and did not increase the organizational growth or employee's development. Transactional leadership, however, is not a poorer method of leadership, but rather the use of transactional leadership is effective for supplementing the effects of transformational leadership (Bass, Avolio, & Goodheim, 1987). The primary power of transactional leaders comes from their formal authority in the organization. They focus on the basic management processes of controlling, organizing, and short-term planning.

When working in an educational setting, teams of professionals bring personal commitment and passions toward planning and improving their collegiate community. Basham (2010) explained that transactional leaders outline very clearly what is required and expected from their followers, while transformational leaders bring followers together to pursue collective ambitions by expressing their personal standards. Further, transformational leadership creates a dynamic connection to the ideas of others and integrates empowering voices in this setting. On the other hand, transactional leadership fulfills the expectations of others in order to get the desired results from them (Islam, Aamir, Ahmed, & Muhammad, 2012). Evidently, both transformational and transactional leadership styles could be an effective solution for organizations that have high staff turnover (Long & Thean, 2012).

Components of transactional leadership.

According to Bass and Avolio (1994), there are three components of transactional leadership: contingent reward, management by exception-passive, and management by exception-active.

Contingent reward (CR).

Contingent reward shows the degree to which leaders tell others what to do in order to be rewarded, emphasizes what leaders expect from them, and recognizes their accomplishments.

Exhibits active management by exception.

Transactional leaders actively monitor the work performed by subordinates, take corrective actions if deviations from expected standards occur, and enforce rules to prevent mistakes.

Exhibits passive management by exception.

Transactional leaders using the passive form intervene only after standards have not been met or problems have arisen (Northouse, 2013). Through these theories, the expectancy theory was more appropriate to serve as the model of this study.

2.3 Empirical Review

2.3.1 Employee Development and turnover

Several studies have been done concerning employee related factors and teacher turnover. Study by Harter, Schmidt and Hayes (2002), found that employee development is inversely related to turnover, that with respect to career, individuals proceed through several stages of career development which are growth, exploration, establishment, maintenance and decline. According to Houtte (2006), he found out that job satisfaction, as the feelings that an individual holds towards his or her job and job dissatisfaction that lead to turnover was caused by a lack of input into professional decision making, restrictive bureaucratic controls and inadequate administrative support. Physical conditions of school facilities and availability of resources, including technology impact job satisfaction and this may influence decision of a teacher to stay or not.

According to Scafidi, Sjoquist and Stinebrickner (2007), better respect status and working conditions are necessary to provide job satisfaction, they also found that most teachers leave because of lack of opportunity to teach effectively. A study by Maicibi (2003), found that employees will not stay longer in the job if they don't feel they are of importance there. Satisfaction is very important to any employee, once an individual is dissatisfied with employment, the chances of making decisions to quit are very high.

Employee expectations take a lead in every organization, failure to meet such expectations has been identified as a cause of teacher turnover. According to Maicibi

(2003), although a common concern of staff management is motivation, if expectations are raised about progress or potential rewards but are not met, there will be a subsequent drop in commitment and possible withdrawal of cooperation or even from the job as a whole. Therefore employees' expectations should be considered because the decision of an employee to quit or remain in employment is influenced by individual expectations.

2.3.2 Remuneration and Turnover

According to Milkovich and Newman (2005), employers contribute to teacher turnover worldwide. Any compensation is determined by employer and employee compensation provides the means through which they meet their needs for basic necessities in life. Employee compensation and benefits like house allowances, transport and medical allowances and other incentives are important and are some of the most visible rewards in the process of recruitment.

Various reasons cited for employee attrition are-dissatisfaction with internal job postings, work profile, personal causes and finally dissatisfaction with compensation (Bhatnagar 2007). So for better retention of talent organizations must improve compensation and benefits and also factors like good working conditions, flexible work timings, cooperative teams, good bosses, culture and values of the organization (Devi 2009). Other ways to improve employee retention and commitment include- providing flexible work hours, on the job training opportunities, providing adequate resources for the staff, health and insurance benefits, perks like gyms, health centers, rewarding best employees for not only getting the task done on time but also doing it efficiently (Deery 2008).

Griffeth, Hom and Gaertner (2000) noted that pay and pay-related variables have a great effect on employee turnover. Management must compensate employees adequately. They should pay employees based on their performance and in addition they should give employees incentives like individual bonus, lump sum bonus, sharing of profits and other benefits. Hence, if these are put in place they would minimize employee turnover.

A study by Vandenberg and Tremblay (2006), found that pay are means to retain best employees, pay is significant element retaining turnover, teacher retention is higher

when salaries are higher, low pay has been realized to be cause of high teacher turnover. They also agreed that the main driver of chain in the job market is pay, therefore pay will determine if a teacher will stay or quit. Taylor (2008) suggests that discontent with remuneration arrangements in an organization is great reason for worker turnover than the simple wish to earn more cash. Thus, for better retention of talent organizations must improve pay/compensation and benefits and also factors like good working conditions, flexible work timings, cooperative teams, good bosses, culture and values of the organization (Devi 2009). Other ways to improve employee retention and commitment include- providing flexible work hours, on the job training opportunities, providing adequate resources for the staff, health and insurance benefits, perks like gyms, health centers, rewarding best employees for not only getting the task done on time but also doing it efficiently (Deery 2008).

While Scafidi, Sjoquist and Stinebrickner (2007), argued that better salaries are nice but they are not sufficient to attract better teachers, pay package is one of the most serious and visible expression of the employment relationship. Kajubi, (2011), discovered that in Uganda, salary scales and salary delay in payment demoralizes teachers, who in turn might resort to seeking other sources of income hence cheating on students teaching hours.

2.3.3 Working Environment and Turnover

A study by Suzanne and Johnson (2006), found that a good teacher is key to student success, supportive school environment conditions can enhance a teacher to teach effectively and increase teacher retention. Those working conditions are physical and psychological factors surrounding a job which in their nature as motivators in working place, missing such motivating factors employees (teachers) will quit the profession. Employee engagement includes elements within the workplace environment that attract, focus and keep the most talented employees (Boyd, Grossman, Plank, Ford, Loeb and Wyckoff, 2007).

According to Loeb, Hammond and Luczaky, (2007), a good working environment includes teacher support, mentoring, and administrative efforts to create positive school culture that provides opportunities for teachers to engage in collegial collaboration focused on instruction and working conditions that provides teachers with resources.

A study by Boyd et al., (2007), found out that a source of job dissatisfaction is the lack of correlation between the pay and the performance of the teacher. Working conditions included unprofessional administration, lack of support from the parents and community, overload of paperwork and lack of discipline among students. This point out that condition of work environment is a significant area that could influence teacher turnover.

According to Goldhaber, Gross, and Player (2007), working conditions and job satisfaction are considered to be correlated in the school. Research literature posits that the primary reasons for teacher turnover were administrative problems, student discipline, classroom control, large classes, extracurricular duties, uncooperative parents and stressful atmosphere.

A study by Greher and Tobin (2006), suggests four major factors that determine whether a teacher will move from a particular school or leave the profession entirely. These factors are salaries, working conditions, preparation, and mentoring support in the early years. Boyd et al., (2007), argue that the presence of a sense of community among families, teachers and students has long been held by education researchers to be one of the most important indicators and aspect of successful schools.

2.3.4 Organizational Culture

2.3.4.1 Definitions of Organizational Culture

Many researchers have come to the agreement that organizational culture refers to a system of values, beliefs and behavior shared among employees (Deshpande & Webster, 1989; Ravasi & Schultz, 2006; Xiaoming & Junchen, 2012). According to Needle (2004), organizational culture represents the collective values, believes and principles of organizational members and is a product of such factors as history, vision, beliefs and habits. The most popular and concise definition has been coined by Schein (2004), who stated that: “Organizational culture is the pattern of basic assumptions that a group has invented, or discovered in learning to cope with its problems of external adaptation and internal integration, and that have worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems”. According to him, culture is a dynamic process, resulting from the interaction among others and promoted by leadership behaviors. It

encompasses “a set of structures, routines, rules and norms that guide and constrain behavior” (Schein, 2004).

Tharp (2009) has noted some common features among the definitions that have been given to organizational culture through the years. First of all, they all include the concept of sharing; indicating that organizational culture is only developed within groups. Secondly, organizational culture is considered to be a social construction, related to each organization and employees’ location, history, working environment and specific events. Finally, many definitions imply that organizational culture is multidimensional and multileveled and includes many cognitive and symbolic strata.

Schein (2004) has distinguished three locations where an organizational culture is likely to be found: 1) Observable artifacts: They refer to an organization’s specific attitudes, beliefs and behaviors and may include its location and architecture, technologies and products, mission statement and values, individual style (e.g. dress code of employees), language and jargon, practices and stories, and even the employees’ sense of humor, taboos, or special rituals and ceremonies. 2) Espoused values: They are vindicated by the organization’s superiors and may or may not be reflected in the employee’s actual behavior. An organization’s leadership should have significant influential skills, in order to make such values acceptable by employees. These values allow organizational members to interpret signals, events and issues that guide behavior. 3) Basic underlying assumptions: They refer to interpretative personal schemes used for perceiving situations, creating the basis for collective action. They develop over time, while members of a group create strategies to face problems and pass them along incoming members. Should superiors of an organization succeed in passing their schemes and values to the employees, those values may become so ingrained and taken-for-granted that employees act in certain ways unconsciously, while they experience the feeling of security and the sense of belonging.

2.3.1 Types of Organizational Culture

During the study of organizational culture, researchers have distinguished many different types, in order to describe the format and function of institutions and organizations. Deal and Kennedy (1982) had suggested four types of organizational culture, referring to the organization’s strategies and expectations from employees: 1)

The Tough-Guy, Macho culture: employees who belong to this type of culture usually work under a lot of pressure and are considered to be eager to take risks in order to fulfill their personal ambitions and their organization's goals. 2) The Work Hard/Play Hard culture: in organizations with this type of culture, the behavior of employees revolves around the needs of customers and is characterized by high speed action in order to get quick results. 3) The Bet-Your-Company culture: this type of culture refers mainly to the character of the institution or company, which is likely to make carefully planned, yet risky, choices and investments. 4) The Process culture: the last type of organizational culture is based on precision, detail and technical perfection, low risk investments and low levels of anxiety among employees.

Another four types of organizational culture have been suggested by Xenikou and Furnham (1996), referring to the organization's goals and decision-making: 1) The Openness to change/ innovation culture: this type of culture is human-oriented and promotes affiliation, achievement, self-actualization, task support and task innovation. 2) The Task-oriented culture: organizations with this type of culture focus on detail and quality of products or services, while superiors are characterized by high ambitions and chase success. 3) The Bureaucratic culture: this type of culture is rather conservative and employees are characterized by centralized decision making. 4) The Competition/ Confrontation culture: organizations with this type of culture are highly competitive, goal-oriented, while superiors chase perfection and achievement. Daft (2001) suggested another four types of organizational culture, based on environmental requirements: 1) Entrepreneurial Culture: Organizational strategic focus is external so that it acts to meet needs and requirements of clientele and customers in a dynamic and variable environment. It creates changes and innovation, risk ability, prospect, group working, freedom and autonomy. 2) Involvement Culture: It is focused on participation and involvement of organizational members and environmental expectations which vary promptly and it creates sense of accountability, ownership and further commitment to organization in personnel. 3) Mission Culture: It takes service to customers in outside environment into consideration. It does not need to rapid changes and instead personnel are accountable for performance up to certain level. 4) Bureaucratic Culture: It is focused internally and adapted to a fix environment. In such a culture, personnel's involvement is low but supervision and control over environment are high. Some

factors like organizational discipline and rank and position and observance of hierarchy are highly important in this culture.

Denilson, Lief and Ward (2004) have distinguished four traits/types of an organization's subcultures: 1) Adaptability: creating change, customer focus, organizational learning. 2) Mission: strategic direction and intent, goals and objectives, vision. 3) Consistency: core values, agreement, coordination and integration. 4) Involvement: empowerment, team orientation, capability development. Another model of organizational culture types has been developed by Cameron and Quinn (2006). They suggested four types of culture which refer mainly to the relations among employees: 1) The Hierarchical culture: this type of culture is considered to be well coordinated, characterized by formal rules and policies. 2) The Market culture: organizations that adopt this type of culture aim to be highly competitive, while winning is the "glue" that holds the employees and the organization together. 3) The Clan culture: this type of culture refers to a friendly and "cosy" working environment, where the working force is perceived as an extended family and the superiors are perceived as mentors; employees are characterized by high job and organization commitment and develop friendly relations. 4) The Adhocracy type: this type of culture is characterized by innovation and risk taking, assured by a highly creative and dynamic working environment.

The main priority of collectivistic cultures is independence and cooperation, so organizational memberships form a basis of social categorization. In addition, employees are likely to accept harsh criticism if they deviate from the culture's norms (Triandis, 1995), so simply being a member of the organization may be enough to qualify an employee as an in-group member (Wagner, 1995). However, since collectivistic organizational cultures focus on common targets and aspirations, employees may perceive their internal disagreements as constructive, rather than threatening for the organization's success.

Despite the variety of definitions and models suggested for the content and types of organizational culture, similar descriptions and characteristics can be found. For instance, organizational cultures and its subtypes mainly refer to the organization's hierarchy and structure, goals and investment policies. In addition, the working

conditions and employees' behaviors are taken into consideration, while the importance of internal relations is significant. Additionally, the organization culture of an institution seems to reflect its inner coherence and completion and external function and adjustment (Schein, 1991). Kotter and Heskett (1992) have revealed that the stronger an organization culture is, the more likely it is to last through the change and replacement of employees. Moreover, it must be stated that no organizational culture type is considered to be better than another.

The value of each type is measured by a specific organization's well-being, total function and goal achievement. For example, the study of Chuah and Wong (2012) showed that in order to control a clan type organizational culture, the organization's leaders should employ significant resources and authority to influence the building and leveraging of the clan. The leaders –“controllers” access a large amount of resources that are used to guide others for project outcomes, but also promote the build-up for shared structures, cognition and relationships that smooth the development of a clan control that strengthen or inhibit clan norms. Other authors, like Rud (2009) focus on collaborative leadership teams, which are essential for commitment to strategic use of information, regardless the organizational culture type, in order to reinforce knowledge process.

Based on Heskett, (1992), he states that “organization culture can account for 20-30% of the differential in corporate performance when compared with ‘culturally unremarkable’ competitors”, Coleman (2013) has distinguished six common components of successful types of organizational culture: 1) Vision: A specific goal or mission provides an organization with purpose, which guides employees' decisions and improves relations with customers and suppliers. 2) Values: The values of an institution are the core of its culture. They provide guidelines to the employees, so that communication among colleagues is promoted, professional standards are held high and the institution's vision is achieved. 3) Practices: The specific values of an organization should be followed by equivalent practices, which should be reinforced in review criteria and promotion policies, so that they become part of the organization's everyday life. For example, if an institution's culture is hierarchical and “flat”, junior team members should be encouraged to dissent in discussions without fear or negative repercussions. 4) People: The values of an organization should be embraced by both its

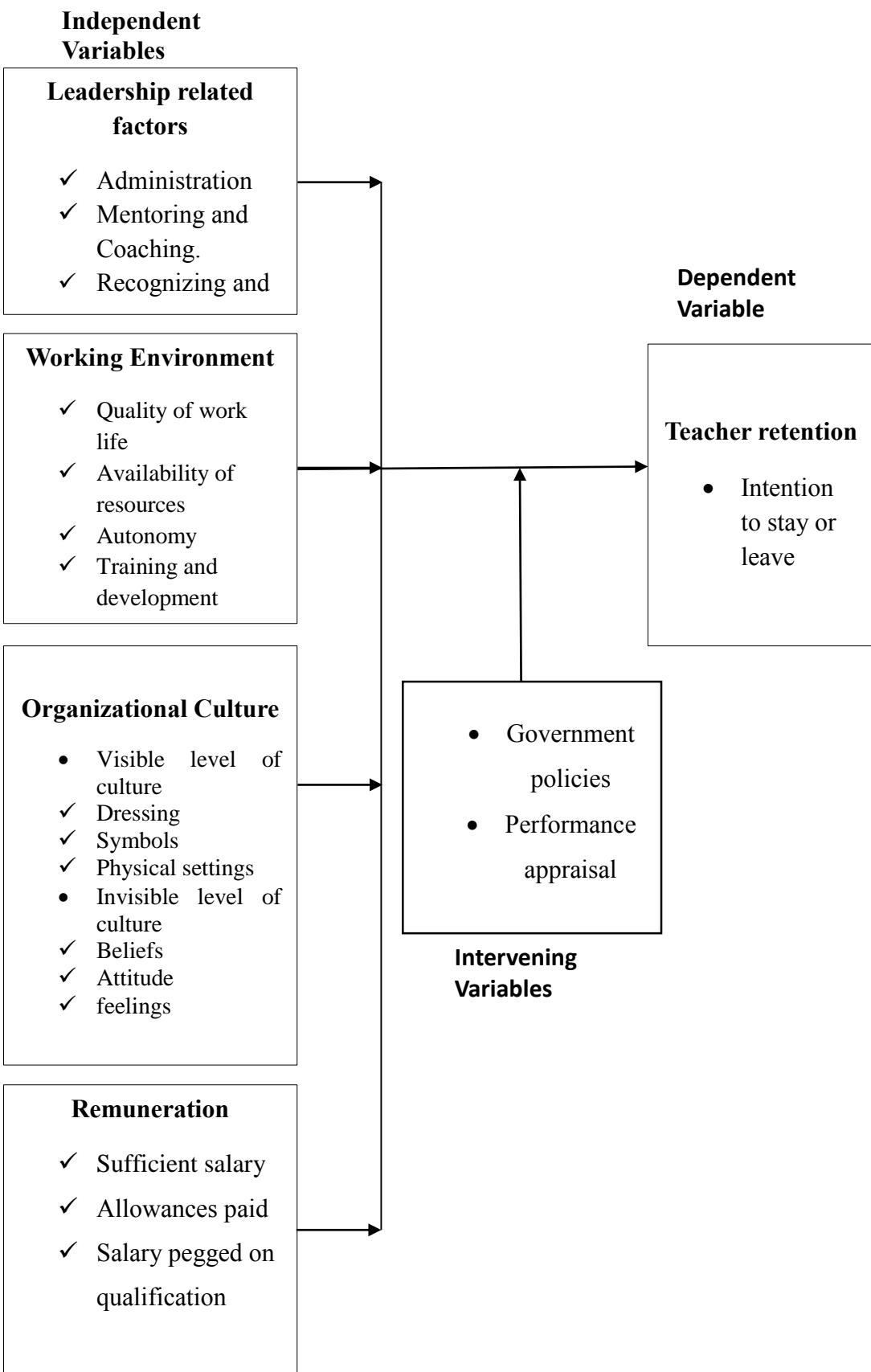
existing and future employees and therefore the recruiting policies should focus on people who are not only talented, but suitable for the organization's specific culture type. 5) Narrative: An organization's unique history should be identified, shaped and retold as part of its ongoing culture. 6) Place: An integral element of an organizational culture is its location and working environment, perceived in terms of geography, architecture and aesthetic design. All those factors are very likely to influence the employees' values and behaviors, and thus promote the organization's performance and effectiveness.

From all the above, one could support that the study and improvement of an organization's culture is a contributing factor to its success. Jackson (2011) has noted that in modern societies and technology based business organizations "culture is becoming increasingly important given the adoption of groupware applications, enterprise resource planning systems and other internet based systems by organizations, which support cross collaboration and require greater user participation at all levels".

Martins and Terblanche (2003) stated that the two main functions of organizational culture, internal integration and coordination, have a strong influence on an organization's creativity and innovation. More specifically, internal integration describes the feeling of belonging and commitment, while coordination refers to the creation of a competitive ground and development of social glue that holds an organization together.

2.4 Conceptual Framework

The conceptual framework shows the relationship between independent, dependent and intervening variables. Independent variables include; Management related factors, working environment and organizational culture, while the dependent variable is the teacher turnover.



Source: Researcher (2016)

Figure 2.1 Conceptual framework

Private schools depend on user fees to cover all or part of their operational and development costs. They are managed largely independent of the state but follow a national curriculum. To achieve their main objective of imparting knowledge, schools need to retain their main employees who are teachers. To achieve this, school management boards must work hard towards ensuring that the best teachers are retained. Retention is thus the dependent variable. Several factors contribute to whether the teachers will stay or not. Factors such as Leadership, Working environment, Organizational culture and Remuneration can determine whether teachers will stay or not-these are the independent variables. However, some factors which cannot be manipulated directly by both the school management boards and teachers can as well influence retention. Such factors include government policies and performance appraisal. These factors are the intervening variables.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

In this chapter, the following are discussed; research design, target population, data collection procedures, piloting and data analysis.

3.2 Research Design

The study adopted a descriptive survey design. This type of research design was appropriate because it allowed the collection of information for independent and dependent variables using interviews and questionnaires (Orodho, 2005). The design was applicable to this study since it enabled the researcher to study relationships between turnover and factors that influence turnover.

3.3 Target Population

Target population is the specific group relevant to a particular case, (Zikmund, 2003). In this study, the target population will be all teachers in private secondary schools teaching in Nakuru Sub County. The total number of teachers are distributed in two administrative zones namely; Nakuru town east and Nakuru town west divisions.

Table 3.1

Target Population

Division	Number of Schools	Number of Teachers
Nakuru Town East	13	187
Nakuru Town West	5	51
Total	18	238

Source: Researcher (2016)

3.4 Sampling Design and Procedure

Private secondary schools in Nakuru Sub County are grouped according to the administrative zone where the schools are located. The zones are: Nakuru Town East and Nakuru Town West divisions. The study adopted simple random sampling to select sample schools and respondents from each sample school. The study applied the formula by Nassiuma (2000) to determine the sample size.

Where:

n=sample size,

N =population size,

e=margin of error, which is fixed between 2-5%

C=Coefficient of variation, which between 21-30%

The study sample will be calculated at 25% coefficient of variation and 2% margin of error.

The allocation of sample sizes to each stratum was done using proportional stratified random sampling given by the formula:

Where:

n_i =Sample size of the strata i

n =Total sample size

N=Total population size

N_i =Number of individuals in every strata i

Table 3.2 *Sample size*

Division	Number of Schools	Number of Teachers
Nakuru Town East	12	91
Nakuru Town West	5	25
Total	17	116

Source: Researcher (2016)

3.5 Data Collection Instruments

Research instruments are used by the researcher to collect the necessary information from respondents (Mugenda & Mugenda, 2009). In this research, questionnaires were used to collect information about the population. The instrument chosen was used to collect information on both dependent and independent variables.

3.6 Data Collection Procedures

The study relied on primary data that was collected using structured questionnaire with both closed ended and open ended questions. An introductory letter from Kabarak University was used to introduce the researcher to the Principals of secondary schools. Their permission was necessary in order for teachers to respond freely. The questionnaires were dropped and picked from the respondents after an agreed period of time.

3.7 Validity and Reliability of the Research Instrument

3.7.1 Validity

Validity refers to the extent to which a method of data collection measures what it is supposed to measure, (Amin, 2005, & Bell, 1997). To establish the validity of this instrument, the instrument was pretested by administering the same questionnaire to four schools in the neighboring Rongai Sub County. This was carried out in order to correct any errors that were identified before the tool was used for data collection. Construct validity was used as an index to measure the validity of the instrument. According to Amin (2005), the questionnaire validity was determined by getting all the relevant items divided by the total number of items. If the construct validity index is 0.7 and above, then the instrument is valid.

3.7.2 Reliability

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials (Mugenda & Mugenda, 1999). The reliability of the instrument was determined using the internal consistency technique. In this approach, a score obtained in one item is correlated with scores obtained from other items in the instrument. Cronbach's Coefficient Alpha was then computed to determine how items correlate among themselves. Cronbach's Alpha is a general form of the Kunder-

Richardson (K-R) 20 formula (Mugenda & Mugenda, 2009). This method was ideal for this study since it only required a single test to be administered by the researcher.

$$KR_{20} = \frac{(K)(S^2 - \sum S^2)}{(S^2)(K-1)}$$

Where:

KR_{20} =Reliability coefficient of internal consistency

K =Number of items used to measure the coefficient

S^2 =Variance of all scores

s^2 =variance of individual items

A high coefficient, closer to 1, will imply that items correlate highly among themselves.

A lower coefficient, closer to zero, implies that the items do not correlate.

3.8 Data Analysis Techniques

Data was analyzed using descriptive statistical techniques. Statistical Package for Social Science (SPSS) was used to carry out the analysis. The descriptive statistics used included frequencies and percentages so as to give meaningful results of the data collected. To establish relationships, inferential statistics were used. Pearson Product-Moment correlation analysis was used to assess the strength of the relationship between independent variables (Kothari 2009) and multiple regression analysis was used to assess the predictive nature of independent variables.

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$$

Where:

Y =dependent variable.

β_0 =is the constant

$\beta_1 =$

$\beta_2 =$

$\beta_3 =$ Parameters of the model to be estimated

$\beta_4 =$

X_1 =Leadership related factors

X_2 =Working environment

X_3 =Organizational structure

X_4 =Remuneration

ε =error term

3.9 Presentation of Results

After analysis, the results were presented using frequency distribution tables, charts and graphs.

3.10 Ethical Issues

Ethics is a branch of philosophy which deals with one's conduct and serves as a guide to one's behavior (Mugenda & Mugenda, 1999). According to Glesne and Peshkin, (1992), most professions have ethical guidelines which govern their profession. In this study the following ethical issues were considered:

a) Permission

Permission to carry out the research was sought from Kabarak University.

b) Research plagiarism

Plagiarism to situations where a researcher refers to another person's work as their own without acknowledging the author or stealing ideas from another scholar (Mugenda & Mugenda, 1999). This was avoided throughout this research.

c) Confidentiality and privacy

Respondents should be protected by keeping the information given confidential, especially if confidentiality has been promised. Lack of confidentiality and mishandling the information provided may cause respondents physical or even psychological harm. This work ensured that all information provided was treated confidential.

d) Anonymity

Anonymity refers to a situation where a respondents' name is not disclosed. In this work, the researcher was honest and kept all respondents anonymous.

e) Voluntary and Informed consent

A researcher must confirm to the principle of voluntary consent where the respondents willingly participate in research. A subject must be told the truth and be given all facts about the research in order to make an informed decision

about participating or not. In this research, informed consent was achieved by: disclosing the purpose of the research study, a guarantee of confidentiality and anonymity, identification of the researcher, indication of the number of subjects involved and a lack of any compensation by participating in the research study.

CHAPTER FOUR

DATA ANALYSIS, DISCUSSIONS AND PRESENTATION

4.1 Introduction

The results discussed in this chapter are based on the analysis of sample demographics, statistical analysis results, and statistical valuations for the research questions and hypotheses. The purpose of this study was to assess the extent to which leadership, working environment, remuneration and Organizational culture contribute to teacher turnover in Private secondary schools in Nakuru Sub County. Data was collected from 116 teachers drawn from 18 private secondary schools in Nakuru Sub County. Data was collected by use of questionnaires and sought to fulfil the following research objectives.

- i) To investigate the extent to which leadership influence turnover among teachers in private secondary schools in Nakuru Sub County.
- ii) To assess the extent to which working environment influences teacher turnover in private secondary schools Nakuru sub county.
- iii) To establish the extent to which organizational culture influence teacher turnover in private secondary schools in Nakuru sub county.
- iv) To establish the extent to which remuneration influence teacher turnover in private secondary schools in Nakuru sub county.

4.1.1 Response rate

Table 4.1 below indicates the summary of the instrument response rate

Table 4.1

Response rate

Number of questionnaires	Number of questionnaires	Response rate
Issued	returned	(%)
116	88	76%

Source: Researcher (2016)

The study obtained responses from 88 respondents out of a possible 116 questionnaires that were distributed to teachers in private secondary schools in Nakuru Sub County. This was a response rate of 76% as shown in table 4.1 above. This response rate was excellent and representative of the population and conforms to Mugenda and Mugenda (1999) stipulation that a response rate of 50% is adequate for analysis and reporting; a rate of 60% is good and a response rate of 70% and above is excellent.

4.2 Descriptive Statistics

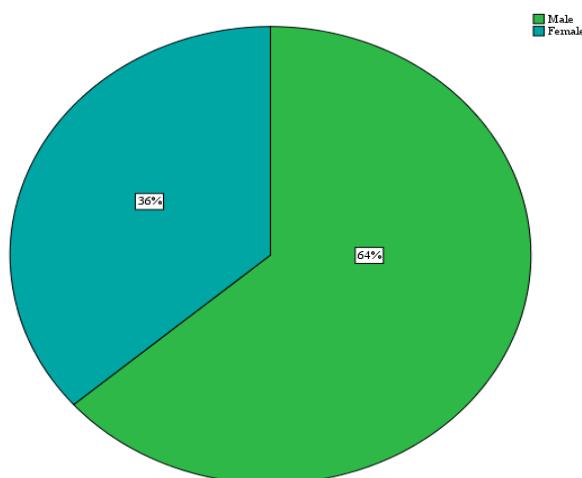
This sub section presents the results of the descriptive statistical analysis of the data and their interpretation.

4.2.1 Demographic information

This study included five demographic data elements, which were gender, age, teacher qualification, length of service and number of schools taught by the respondent. The demographic data collected in this study were only used to describe the participating sample. The demographic data of participants were analyzed using SPSS to generate the frequency distribution of descriptive statistics.

Respondents' Gender

The study sought to establish the gender of respondents who participated in the study. The findings were as captured in figure 4.1



Source: Researcher (2016)

Figure 4.1: Respondent's Gender

The findings revealed that 64% of the respondents were male while the remaining 36% of them were female. These results imply that majority of the participants in the study area were male.

Respondent's Age

The study also sought to determine the age of respondents who participated in the study. The results were as captured in table 4.2

Table 4.2

Respondent's age

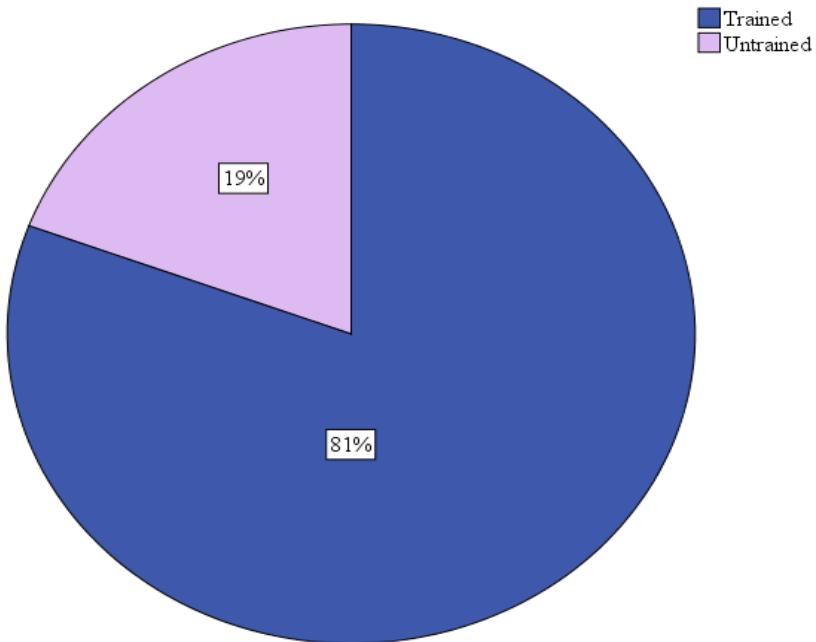
Age	Frequency (f)	Percent (%)
Less than 25 years	19	22
25-30 years	41	47
31-35 years	13	15
36-40 years	5	5
Above 40 years	10	11
Total	88	100

Source: Researcher (2016)

The findings revealed that 47% of the respondents were aged between 25-30 years, 22% of them were less than 25 years of age, 15% were aged between 31-35 years, and 11% were above 40 years, while the remaining 5% were aged between 36-40 years. These results indicate that majority of the teachers in the study area were aged between 25-30 years.

Teacher Qualification

The researcher also sought to establish the qualification of teachers in the study area. The findings were as captured in figure 4.2



Source: Researcher (2016)

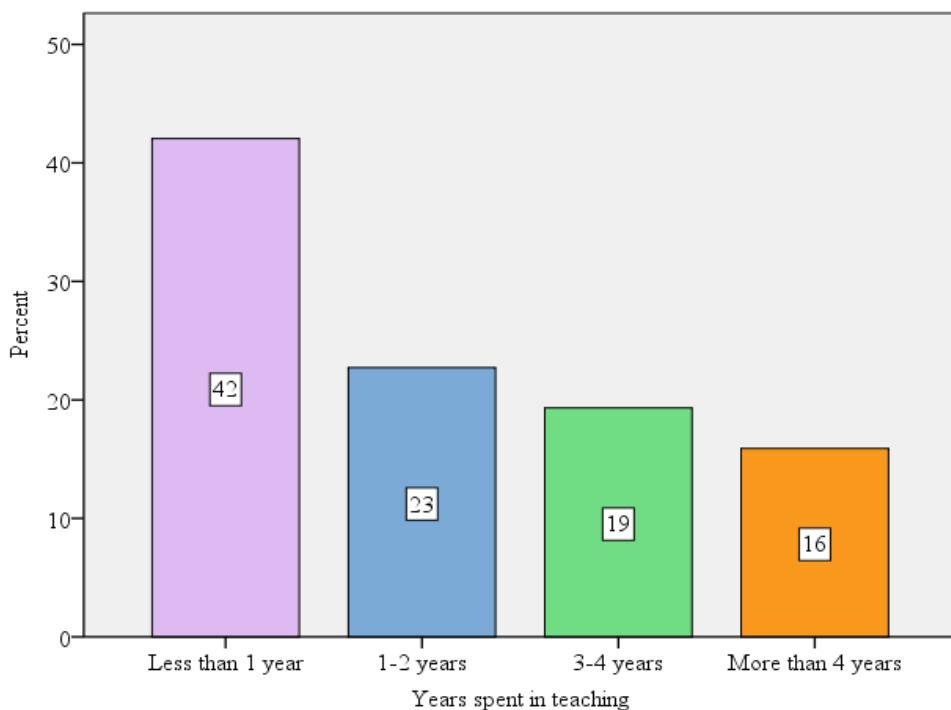
Figure 4.2 Teacher qualification

According to the findings, 81% of the respondents were trained teachers while the remaining 19% were untrained. These findings imply that majority of the teachers in the study area had been professionally trained.

Duration spent in teaching

The study also set out to establish the period which respondents had spent in teaching.

The findings were as captured in figure 4.3



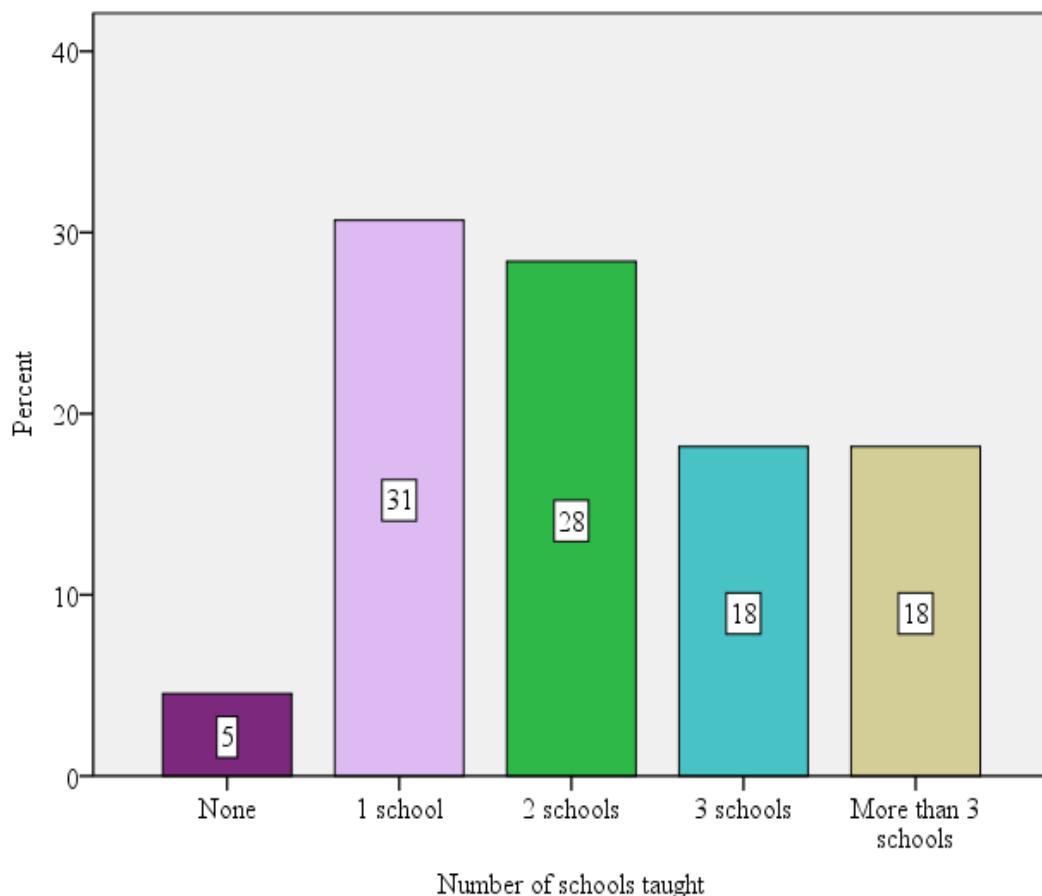
Source: Researcher (2016)

Figure 4.3 Duration spent in teaching

The results revealed that 42% of the respondents had been in the teaching profession for less than 1 year, 23% had taught for 1-2 years, 19% had taught for 3-4 years, while the remaining 16% had taught for more than 4 years. These findings indicate that most teachers in the study area had been in the profession for less than 1 year.

Number of schools taught

The researcher also set out to determine the number of schools the respondents had taught in. The findings were as captured in figure 4.4



Source: Researcher (2016)

Figure 4.4 Number of schools taught

The results showed that 31% of the respondents had only taught in one school, 28% of them had taught in 2 schools, 18% had taught in 3 schools, another 18% had taught in more than 3 schools, while the remaining 5% had not taught in any previous school other than where they are currently working. These findings indicate that most teachers who took part in the study had taught in at most two schools.

4.2.2 Leadership Related factors that may encourage teachers to quit

The study sought to establish leadership related factors that may encourage teachers to quit. The results were as shown in table 4.3

Table 4.3

Leadership Related factors that may encourage teachers to quit

Statement	SA Freq (%)	A Freq (%)	N Freq (%)	D Freq (%)	SD Freq (%)	χ^2	p> χ^2
My supervisor allocates duties equitably	32(36)	25(28)	3(4)	12(14)	16(18)	28.9	0.000
Mentoring and coaching programs are available	13(15)	24(26)	5(6)	20(23)	26(30)	16.9	0.002
My manager provides regular feedback	17(19)	22(25)	9(10)	21(24)	19(22)	6.1	0.192
The school rules and schedule are flexible	21(24)	32(36)	6(7)	16(18)	13(15)	21.4	0.000
Staff meetings are regularly held in the school	18(21)	25(28)	4(5)	18(20)	23(26)	15.3	0.004

Key:SA=Strongly Agree; A=Agree; U=Undecided; D=Disagree; SD=Strongly Disagree,
 freq=frequency, % =percentage

Source: Researcher (2016)

The researcher sought to establish whether allocation of duties to teachers in the school by their supervisors was done equitably or not. According to the findings 64% of the respondents agreed and strongly agreed ($\chi^2=28.9$, $P\leq 0.001$) that their supervisor allocated duties equitably. These results imply that supervisors in the study area allocated duties to teachers equitably. The study sought to determine whether mentoring and coaching programs were available in schools found in the study area. According to the results 53% of the respondents disagreed and strongly disagreed ($\chi^2=16.89$, $P\leq 0.002$) that mentoring and coaching programs were available in their schools. These results mean that mentoring and coaching programs were not available in most schools in the study area.

The research also set out to establish whether school managers provided regular feedback to the respondents. The responses, using ($\chi^2=6.091$, $P>0.192$) shows that the respondents did not differ. These findings imply that respondents did not agree in each category that most managers in the study area were not providing feedback to their teachers. The study also sought to find out whether school rules and schedules were flexible. Accordingly, 60% of the respondents indicated that the school rules and

schedule were flexible ($\chi^2=21.43$, $P\leq 0.001$). These results indicate that majority of the schools in the study area had flexible school rules and schedule. Finally, the researcher sought to determine the frequency at which staff meetings were held in the school. According to the results, 49% of the respondents indicated that staff meetings were frequently held in their schools ($\chi^2=15.30$, $P\leq 0.004$). These findings show that staff meetings were frequently held in most schools in the study area.

These findings agree with those of Eisenberger and associates (1990), who suggested that employees views regarding organizations is strongly concerned to their relationship with supervisor. If supervisors support, have open communication and good relationship with employees, the employees turnover intentions are likely to less and more they will be more engaged with the organization (Greenhaus, 1994). Leaders interact as a bond to perform application between expectations and stated goals by harmonizing the rivaling demands. If the relationship among workers and supervisor is strong the worker will never seek any other new employment opportunity but stay in the organization. Employees leave the leaders not jobs so leader support is also essential in this regard (Ontario, 2004). These findings also reinforce a study by Meganck, (2007) which found that managers should consider what employees' value in the organization as that would lead to a better retention policy which can be accomplished through open communication process and negotiation. Bagga, (2013) also found that Organizations should have good communications in place so that any grievances can be acted upon immediately.

4.2.3 Working Environment related factors that may encourage teachers to quit

The study sought to determine work environment related factors that may encourage teachers to quit. The results were as shown in table 4.4

Table 4.4

Working Environment related factors that may encourage teachers to quit

Statement	SA Freq (%)	A Freq (%)	N Freq (%)	D Freq (%)	SD Freq (%)	χ^2	p> χ^2
Teachers offices are crowded	4(5)	8(9)	3(3)	29(33)	44(50)	74.84	0.000
My working table and chair are comfortable	25(28)	22(25)	8(9)	13(15)	20(23)	39.39	0.000
I do not interact well with my fellow teachers	4(5)	2(2)	6(7)	23(26)	53(60)	28.71	0.000
Teaching resources are readily available	17(19)	27(31)	6(7)	15(17)	23(26)	14.73	0.005
My classes are crowded	2(2)	13(15)	3(3)	30(34)	40(46)	66.43	0.000

Key:**SA**-Strongly Agree; **A**-Agree; **U**-Undecided; **D**-Disagree; **SD**-Strongly Disagree,
freq=frequency, %=percentage

Source: Researcher (2016)

The study sought to determine whether teacher's offices were crowded. Consequently, 83% disagreed and strongly disagreed that teacher's offices were crowded ($\chi^2=74.84$, $P\leq 0.001$). These results imply that teacher's offices in schools found in the study area were not crowded.

The researcher also sought to establish whether respondent's working table and chair were comfortable. Accordingly, 53% of the respondents agreed and strongly agreed that their table and chair were comfortable ($\chi^2=39.39$, $P\leq 0.001$). These findings indicate that most teachers in the study area had a comfortable table and chair.

The study sought to determine whether respondents interacted well with their colleagues. According to the findings, 86% of the respondents disagreed and strongly disagreed that they did not interact well with their colleagues ($\chi^2=28.9$, $P\leq 0.001$). These findings imply that most teachers in the study area interacted well with their colleagues. The findings agree with the work of Van Knippenberg (2000), who suggested that employees become more loyal and stay in the organization when they identify themselves within a group and contribute to the performance as a group. The above

findings also reinforce a study by Khojawa, Merchant and Hirani (2005) which found that work load is one of the main causes of job dissatisfaction among employees. Similarly, Shaver and Lacey (2003) agree with this sentiment that work-over load impacts negatively on employee productivity.

The study sought to find out whether teaching resources were readily available. The responses using ($\chi^2=14.73$, $P>0.05$) shows that respondents did not differ. This outcome means that the respondents did not agree in each category that teaching resources were not readily available.

Finally, the researcher also set out to establish whether classes in schools found in the study area were crowded. Accordingly, 80% of them disagreed and strongly disagreed that their classes were crowded ($\chi^2=28.9$, $P\leq 0.001$). These findings imply that most schools in the study area had uncrowded classrooms. These findings are consistent with those of Loeb, Hammond and Luckzaky, (2002), who posit that a good working environment includes teacher support, mentoring, administrative efforts to create positive school culture that provide opportunities for teachers to engage in collegial collaboration focused on instruction and working conditions that provide teachers with resources. The findings also agree with the work of Deery (2008) who found that ways to improve employee retention and commitment include- providing flexible work hours, on the job training opportunities, providing adequate resources for the staff, health and insurance benefits, perks like gyms, health centers, rewarding best employees for not only getting the task done on time but also doing it efficiently.

4.2.4 Organizational Culture related factors that may encourage teachers to quit

The study sought to establish organizational related factors that may encourage teachers to quit. The results were as shown in table 4.5

Table 4.5

Organizational Culture related factors that may encourage teachers to quit

Statement	SA Freq (%)	A Freq (%)	N Freq (%)	D Freq (%)	SD Freq (%)	χ^2	p> χ^2
I like the symbols of the school	30(34)	30(34)	14(16)	5(6)	9(10)	31.43	0.000
Formal procedures generally govern what teachers do in this school	12(14)	39(44)	13(15)	8(9)	16(18)	34.39	0.000
Teachers are hardworking and achievement oriented	41(47)	31(35)	2(2)	6(7)	8(9)	68.02	0.000
Teachers freely interact with one another and with their manager	24(27)	31(35)	3(4)	10(11)	20(23)	28.25	0.000
I like the dressing code of the school	35(40)	33(38)	4(4)	8(8)	9(10)	64.61	0.000

Key:SA-Strongly Agree; A-Agree; U-Uncertain; D-Disagree; SD-Strongly Disagree,
 freq=frequency, % =percentage

Source: Researcher (2016)

The study set out to establish whether respondents liked the symbols of their schools. The findings revealed that 68% of the respondents agreed and strongly agreed that they liked their school's symbols ($\chi^2=31.43$, P≤0.001). These results show that most teachers in the study area liked their school's symbols.

The researcher also wanted to find out whether formal procedures were used to govern what teachers did in their schools. Accordingly, 58% of the respondents agreed and strongly agreed that formal procedures generally govern what teachers do in their schools ($\chi^2=34.39$, P≤0.001). This outcome means that the work of most teachers in the schools found in the study area was governed by formal procedures.

The study sought to determine whether teachers in schools found in the study area were hardworking and achievement oriented. The findings showed that 82% of the respondents agreed and strongly agreed that they were hardworking and achievement oriented ($\chi^2=68.02$, P≤0.001). This outcome shows that most teachers in the study area were hardworking and achievement oriented.

The researcher also set out to establish whether teachers freely interacted with each other and with their managers. Consequently, 62% of the respondents agreed and strongly agreed that they freely interacted with fellow colleagues and their manager ($\chi^2=28.25$, $P\leq 0.001$). These findings imply that most teachers in the study area freely interacted with their colleagues as well as their manager.

Finally, the study also sought to determine whether respondents liked the dressing code of their respective schools. According to the findings, 78% of them agreed and strongly agreed that they liked their school's dressing code ($\chi^2=28.9$, $P\leq 0.001$). These results indicate that most teachers in the study area liked their schools' dressing code. The findings conform to the findings of Asmed, (2006) who found out that many employees would like working in organizations with pleasant working environment. They would be more productive if the relationship between themselves and also between them and the employer are bettered. Bhatt (2015) concurs that organization culture plays a vital role in inculcating culture of retention and Managers can play an important role in building an effective organizational culture which draws employees in rather than pushes them away.

4.2.5 Remuneration Related factors that may encourage teachers to quit

The study sought to establish remuneration related factors that may encourage teachers to quit. The results were as shown in table 4.6

Table 4.6

Remuneration Related factors that may encourage teachers to quit

Statement	SA Freq (%)	A Freq (%)	N Freq (%)	D Freq (%)	SD Freq (%)	χ^2	p> χ^2
I am happy with what I am paid in this school	10(11)	10(11)	7(8)	21(24)	40(46)	42.11	0.000
Allowances are paid for extra work done	11(12)	16(18)	5(6)	20(23)	36(41)	31.21	0.000
The salary I am paid is commensurate with my qualification and experience	4(5)	14(16)	3(3)	24(27)	43(49)	62.34	0.000
Pension programs are available in this school	14(16)	12(13)	7(8)	15(17)	40(46)	37.80	0.000
There is insurance cover for teachers in this school	8(9)	12(14)	7(8)	19(22)	42(47)	47.34	0.000

Key:**SA**-Strongly Agree; **A**-Agree; **U**-Undecided; **D**-Disagree; **SD**-Strongly Disagree,
freq=frequency, % =percentage

Source: Researcher (2016)

The study sought to determine whether respondents were happy with what they were being paid in their schools. According to the results, 70% of them disagreed and strongly disagreed that they were happy with what they were paid ($\chi^2=42.11$, $P\leq 0.001$). These results show that most teachers in the study area were unhappy with what they were being paid.

The researcher also sought to find out whether schools in the study area paid teachers allowances for extra work done. Consequently, 64% of the respondents disagreed and strongly disagreed that such allowances were being paid ($\chi^2=31.21$, $P\leq 0.001$). This outcome indicates that most teachers in the study area were not being paid allowances for extra work done. This could contribute to teacher turnover because past studies by Shader, Broome, West and Nash, (2001) indicate that having to work overtime predicts higher turnover rates among employees.

The study set out to establish whether the salary respondents received were commensurate with their qualifications and experience. Subsequently, 76% of the respondents disagreed and strongly disagreed that any allowances were paid for extra work done ($\chi^2=62.34$, $P\leq 0.001$). These findings imply that most teachers in the study

area were paid salaries that were not commensurate with their qualifications and experience.

The study also sought to determine whether pension programs were available in schools located in the study area. According to the findings, 63% of the respondents disagreed and strongly disagreed that pension programs were available ($\chi^2=37.80$, $P\leq 0.001$). This outcome indicates that most schools in the study lacked pension programs for their teachers.

The researcher set out to establish whether schools in the study area provided insurance cover for their teachers. Consequently, 69% of the respondents disagreed and strongly disagreed that their schools had insurance cover for teachers ($\chi^2=47.34$, $P\leq 0.001$). These findings indicate that most schools in the study area did not provide an insurance cover for their teachers.

The findings of this study agree with the findings of Bhatnagar, (2007) who posits that various reasons cited for employee attrition are dissatisfaction with internal job postings, work profile, personal causes and finally dissatisfaction with compensation. Devi, (2009) also concurs that for better retention of talent, organizations must improve compensation and benefits and also factors like good working conditions, flexible work timings, cooperative teams, good bosses, culture and values of the organization.

4.2.6 Teacher Turnover Intentions

The study sought to establish teacher turnover intentions in the study area. The results were as shown in table 4.7

Table 4.7

Teacher Turnover Intentions

Statement	SA Freq (%)	A Freq (%)	N Freq (%)	D Freq (%)	SD Freq (%)	χ^2	p> χ^2
I am looking for an alternative employer	25(29)	20(22)	22(25)	7(8)	14(16)	11.66	0.200
If I had my way, I would not be working here	26(30)	20(23)	16(18)	10(11)	16(18)	7.91	0.095
I have seriously thought about quitting teaching altogether	10(11)	12(13)	13(15)	16(19)	37(42)	27.80	0.000
I may leave this school before too long	17(19)	24(27)	21(24)	11(13)	15(17)	5.87	0.210
I do not plan on leaving teaching soon	22(25)	25(28)	9(10)	6(7)	26(30)	20.27	0.000

Key:SA=Strongly Agree; A=Agree; U=Undecided; D=Disagree; SD=Strongly Disagree,
 freq=frequency, % =percentage

Source: Researcher (2016)

The researcher sought to determine whether respondents were looking for an alternative employer. The responses using ($\chi^2=11.66$, $P>0.200$) shows that the respondents did not differ. These results imply that respondents did not agree in each category that most teachers in the study area were looking for an alternative employer. The study also set out to determine whether respondents would opt out of their current station if they got the opportunity to do so. The responses using ($\chi^2=7.91$, $P>0.095$) shows that the respondents did not differ. These results imply that respondents did not agree in each category that if they had their way, they would not be working there.

The study sought to establish whether respondents had seriously thought about quitting teaching altogether. Consequently, 61% of the respondents disagreed and strongly disagreed that they were considering this option ($\chi^2=27.80$, $P\leq0.001$). These findings mean that most teachers in the study area were not considering quitting the teaching profession altogether. The researcher also sought to find out whether respondents were considering leaving their schools shortly. The responses using ($\chi^2=11.66$, $P>0.200$) shows that the respondents did not differ. These results imply that respondents did not agree in each category that they would be leaving their schools soon.

Lastly, the study sought to establish whether respondents planned on leaving teaching soon. According to the results, 53% of the respondents agreed and strongly agreed that they were not planning to leave teaching soon ($\chi^2=20.07$, $P\leq 0.001$). These results showed that majority of teachers in the study area were not planning to leave teaching soon.

4.3 Inferential Statistics

This section presents the outcomes of the correlation and regression analysis conducted to evaluate the nature of the relationship between the dependent and independent variables.

4.3.1 Correlation Analysis

There were four research hypotheses which the study sought to address. In order to test these hypotheses, Pearson Product Moment Correlation (PPMC) analysis was conducted and the results were as captured in table 4.8

Table 4.8

Correlation Analysis

	Leadership	organizational	Remuneration	working	Turnover
		Culture		environment	intention
Leadership	1	0.576**		0.288**	-0.039 NS
Organizational culture		1		0.128 NS	0.006 NS
Remuneration			1		-0.147 NS
Working environment				1	0.062
Turnover					1
Intention					

**. Correlation is significant at the 0.01 level (2-tailed)

NS-correlation not significantly different ($P>0.05$)

Source: Research data (2016)

The first research hypothesis stated that leadership has no significant influence on teachers' turnover in Private Secondary Schools in Nakuru Sub County. According to the findings the correlation between leadership and turnover intention was not flagged (**) as being significant (-0.142). Consequently, the null hypothesis was accepted. This means that leadership factors did not have a significant influence on turnover of teachers in the study area.

The second research hypothesis stated that working environment has no significant influence on teachers' turnover in Private Secondary Schools in Nakuru Sub County. According to the findings the correlation between working environment and turnover intention was not flagged (**) as being significant (0.062). Consequently, the null hypothesis was accepted. This means that factors in the working environment do not significantly influence turnover of teachers in the study area.

The third research hypothesis stated that organizational culture has no significant influence on teachers' turnover in Private Secondary Schools in Nakuru Sub County. According to the findings the correlation between organizational culture and turnover intention was not flagged (**) as being significant (-0.137). Consequently, the null hypothesis was accepted. This means that organizational culture does not significantly influence turnover of teachers in the study area. These findings concur with Bhatt (2015) who states that organization culture plays a vital role in inculcating culture of retention and Managers can play an important role in building an effective organizational culture which draws employees in rather than pushes them away.

Finally, the fourth research hypothesis stated that remuneration has no significant influence on teachers' turnover in Private Secondary Schools in Nakuru Sub County. According to the findings the correlation between remuneration and turnover intention was flagged (**) as being significant (0.442**) consequently, the null hypothesis was rejected. This implies that remuneration significantly influenced turnover of teachers in the study area. In addition, the relationship between the two variables was negative, that is, -0.442. This means that higher levels of remuneration were associated with lower level of teachers' turnover.

4.3.2 Regression Results

In order to establish the combined effect of leadership, working environment, organizational culture and remuneration factors on teachers' turnover in schools found in the study area, a multiple regression analysis was conducted. Multiple regression analyses are used to examine the effect of different predictor/independent variables on a single outcome/dependent variable. The results of the multiple regression analysis were as captured in table 4.9, 4.10 and 4.11

Table 4.9

Multiple Linear Regression Results Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.451 ^a	.204	.165	4.143

a. Predictors: (Constant), remuneration, organizational culture, working environment, leadership

Source: Researcher (2016)

According to the findings, adjusted R-Square value was 0.165. This outcome means that 20.4 percent of the variation in teachers' turnover is explained by the four independent variables in the model.

Table 4.10

Anova Model

Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4	91.049	5.304	0.001 ^b
	Residual	83	17.167		
	Total	87			

a. Dependent Variable: Turnover intention

b. Predictors: (Constant), remuneration, organizational culture, working environment, leadership

The findings revealed that the sig. or p-value is 0.000 which is below the 0.05 level; hence, it can be deduced that the overall model is statistically significant, or that the variables have a significant combined effect on the dependent variable.

Table 4.11

Multiple Linear Regression Results

Model	Unstandardized Coefficients		Standardize d coefficients		t	Sig.	Collinearity statistics	
	B	Std. Error	Beta				Tolerance	VIF
1 (Constant)	20.985	2.222			9.442	0.000		
Leadership	0.035	0.093	0.047	0.379	0.706	0.621	1.610	
Organizational culture	-0.094	0.105	-0.107	-0.893	0.374	0.666	1.502	
Working environment	0.000	0.073	0.000	-0.003	0.998	0.897	1.115	
Remuneration	-0.397	0.093	-0.442	-4.275	0.000	0.978	1.023	

a. Dependent Variable: Turnover intention

Source: Researcher (2016)

According the results, remuneration, with a sig. value of 0.000, was the most significant predictor of teachers' turnover in schools found in the study area. The Beta value for remuneration was -0.397 meaning that, lower levels of remuneration were associated with high levels of teachers' turnover and vice versa. The overall regression model was as follows:

$$\text{Teachers' turnover (Y)} = 20.985 + 0.035X_1 - 0.094X_2 - 0.397X_4$$

Where the Independent variables X_1 , X_2 , and X_4 are: Leadership, organizational culture and remuneration respectively.

Based on the Coefficients Output – Collinearity statistics, obtained VIF values of 1.610, 1.502, 1.115 and 1.023 for leadership, organizational culture, remuneration and working environment variables, respectively. All the VIF values obtained were within

the accepted level of less than 10, showing that there was no multicollinearity among independent variables.

4.4 Hypotheses testing

HO₁ Leadership has no significant influence on teachers' turnover in Private Secondary Schools in Nakuru Sub County.

The first research hypothesis stated that leadership has no significant influence on teachers' turnover in Private Secondary Schools in Nakuru Sub County. According to the findings the correlation between leadership and turnover intention was not flagged (**) as being significant (-0.142). Consequently, the null hypothesis was accepted. This means that leadership factors did not have a significant influence on turnover of teachers in the study area. These findings also reinforce a study by De vos and Meganck, (2007) which found that managers should consider what employees' value in the organization as that would lead to a better retention policy which can be accomplished through open communication process and negotiation. Bagga, (2013) also found that Organizations should have good communications in place so that any grievances can be acted upon immediately.

H0₂ Working Environment has no significant influence on teachers' turnover in Private Secondary Schools in Nakuru Sub County.

The second research hypothesis stated that working environment has no significant influence on teachers' turnover in Private Secondary Schools in Nakuru Sub County. According to the findings the correlation between working environment and turnover intention was not flagged (**) as being significant (0.062). Consequently, the null hypothesis was accepted. This means that factors in the working environment do not significantly influence turnover of teachers in the study area. These findings are consistent with those of Loeb, Hammond and Luckzaky, (2002), who posit that a good working environment includes teacher support; mentoring, administrative efforts to create positive school culture that provide opportunities for teachers to engage in collegial collaboration focused on instruction and working conditions that provide teachers with resources.

**H0₃ Organizational Culture has no significant influence on teachers' turnover
in Private Secondary Schools in Nakuru Sub County.**

The third research hypothesis stated that organizational culture has no significant influence on teachers' turnover in Private Secondary Schools in Nakuru Sub County. According to the findings the correlation between organizational culture and turnover intention was not flagged (**) as being significant (-0.137). Consequently, the null hypothesis was accepted. This means that organizational culture does not significantly influence turnover of teachers in the study area.

These findings are not consistent with literature because teachers in the private sector view their jobs as a stepping stone to the public sector. For instance, Bhatt (2015) concurs that organization culture plays a vital role in inculcating culture of retention and Managers can play an important role in building an effective organizational culture which draws employees in rather than pushes them away.

H0₄ Remuneration has no significant influence on teachers' turnover in private secondary schools in Nakuru Sub County.

Finally, the fourth research hypothesis stated that remuneration has no significant influence on teachers' turnover in Private Secondary Schools in Nakuru Sub County. According to the findings the correlation between remuneration and turnover intention was flagged (**) as being significant (0.442**) consequently, the null hypothesis was rejected. This implies that remuneration significantly influenced turnover of teachers in the study area. In addition, the relationship between the two variables was negative, that is, -0.442. This means that higher levels of remuneration were associated with lower level of teachers' turnover. When teachers are employed, remuneration has to be given first priority. The amount of salary, allowances, insurance cover, pension programs and the teacher's qualification and experience have to be taken into account by the employer.

These findings agree with Devi (2009) who posits that for better retention of talent, organizations must improve compensation and benefits and also factors like good working conditions, flexible work timings, cooperative teams, good bosses, culture and values of the organization. Vandeberg and Tremblay, (2008) found that pay are means

to retain best employees. Teacher's retention is high when salaries are high and low pay has been realized to be the cause of high teacher turnover.

CHAPTER FIVE

SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the study objectives, findings, conclusions and policy recommendations.

5.2 Summary of the major findings

This study sought to fulfill the following four objectives:

1. To investigate the extent to which leadership influence turnover among teachers in private secondary schools in Nakuru Sub County.
2. To assess the extent to which working environment influences teacher turnover in private secondary schools Nakuru sub county.
3. To establish the extent to which organizational culture influence teacher turnover in private secondary schools in Nakuru sub county.
4. To establish the extent to which remuneration influence teacher turnover in private secondary schools in Nakuru sub county.

In respect to the study objectives, the findings were summarized as follows:

Leadership was found to have no significant influence on turnover of teachers in private secondary schools in Nakuru Sub County. Regression analysis (0.035) revealed that there was positive relationship (0.047) between leadership related factors and teachers' turnover.

Working environment was found to have no significant influence on turnover of teachers in private secondary schools in Nakuru Sub County. Regression analysis (0.000) revealed that there was a no relationship (0.000) between working environment and teacher turnover. The findings also revealed that most teachers' working offices were not crowded.

The study established that organizational culture has no significant influence on turnover of teachers in private secondary schools in Nakuru Sub County. Regression analysis (-0.094) revealed that there was negative relationship (-0.107) between organizational culture and turnover.

The findings revealed that remuneration has a significant influence on teachers' turnover in private secondary schools in Nakuru sub County with regression analysis of (-0.397). In addition, the relationship between the two variables was negative, that is, -0.442. This means that higher levels of remuneration were associated with lower levels of teachers' turnover.

These findings are consistent with Reville, Boden and Biddle (2003), that benefits, such as pension, life and health insurance, retirement plans and allowances, all represent a significant pay element in many firms which go a long way in improving employee commitment to an organization and hence employee retention. Well remunerated employees will find little reason to leave to other organizations provided the tasks are challenging enough. This study confirmed research findings by Milkovich and Newman (2005) and Vandenberghe and Tremblay (2008) that, low pay triggers turnover. The study therefore, concludes that inadequate salary indeed leads to high teacher turnover in private secondary schools.

5.3 Conclusions

In light of the findings cited above, it was revealed that remuneration had influence on turnover of teachers in private secondary schools in Nakuru Sub County. In particular, most teachers were of the opinion that they were not happy with what they were being paid. It was also revealed that most teachers were not paid any allowances for extra work done. It was realized that teachers' salaries were not commensurate with their qualifications and experience. Through this study, it was revealed that most private secondary schools in Nakuru Sub County lacked pension programs and insurance cover for their teachers. This shows that limitation of these factors influence teachers' turnover.

5.4 Recommendations

In addressing the problem of high teacher turnover in private secondary schools, as displayed in the findings of the study, the researcher recommends the following as retention strategies:

- i) Rewards should be awarded on merit and experience. Both which help in retention.

- ii) The salary of teachers need to be increased, which will not only retain the present teachers but will also attract teachers from other schools as well.
- iii) Schools should identify those benefits which have more influence on teacher retention. Furthermore, Schools need to revisit their present benefits package to identify those benefits which are not useful in order to replace them.
- iv) Schools must conduct “stay” and “exit” interviews to understand as to why teachers choose to leave. This information will help in understanding the reasons why teachers leave. Based on this schools must strengthen their teacher retention strategies.
- v) School managers should carefully monitor voluntary turnover among teachers and make sure that they understand why teachers leave in order for more effective strategies for retaining teachers can be developed.
- vi) School managers must recognize that teachers are in high demand and will be lured away by increased pay and job opportunities; as such, succession plans and counteroffer policies should be established.

5.5 Suggestion for Further Research

This study was only restricted to private secondary schools in Nakuru Sub County. It is recommended that a similar study be carried out throughout the country to ascertain whether similar results can be obtained.

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APPENDICES

Appendix i. Permission letter



KABARAK UNIVERSITY

OFFICE OF THE DIRECTOR - NAKURU TOWN CAMPUS

P.O. Box 3270 Nakuru Tel. 051-2215549 Fax 051-343012, Email - nakurutowncampus@kabarak.ac.ke

24th May , 2016

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

RE: REQUEST FOR STUDENT RESEARCH STUDY- MALALA A. ALI
GMB/NE/1127/09/14

The above named is a student at Kabarak University, Nakuru Town Campus, pursuing Masters Degree in **Business Administration-Human Resource Management Option**. As part of his coursework, he is required to undertake an independent primary research in his area of specialization.

The purpose of this letter is to introduce him to you and request you to allow him to undertake his study in your organization.

Students are advised to ensure that all data and information from the client is treated with utmost confidentiality and only used for academic purposes, unless otherwise stated.

Thank you,

Kabarak University
Nakuru Town Campus
P.O. Private Bag 20157
Kabarak

 DR. MAINA WAIGANJO
DIRECTOR - NAKURU TOWN CAMPUS

MW/lm

Kabarak University Moral Code

"We purpose at all times and in all places, to ⁶⁹set apart in one's heart, Jesus as Lord" 1 Pet 3:15

Appendix ii. Letter of Transmittal

KABARAK UNIVERSITY

P.O BOX PRIVATE BAG

20157-KABARAK

11TH AUGUST 2016.

REF: QUESTIONNAIRE ON TEACHER TURNOVER IN NAKURU

SUBCOUNTY.

I am a student at Kabarak University intending to carry out research on the “Assessment of factors influencing turnover of teachers in private secondary schools in Nakuru Sub County”. I am therefore kindly requesting you to complete the questionnaire herewith attached as truthfully as possible. The information you provide will strictly be for this research and will be treated with very high level of confidentiality.

Yours Sincerely,

Ali Malala.

Researcher.

Appendix iii. Questionnaire for teachers

QUESTIONNAIRE

Part I: Introduction

The objective of this study is to establish the factors that influence the retention of teachers in private secondary schools in Nakuru Sub County. The researcher assures you that your response or opinion shall be kept highly confidential and shall only be used for the current research.

Part II: DEMOGRAPHICS

Kindly tick (✓) against the correct item which best describes you or your situation.

1. Name of the school.....
2. Gender
 - a) Male
 - b) Female
3. Age
 - a) Less than 25 years
 - b) 25-30 years
 - c) 31-35 years
 - d) 36-40 years
 - e) Above 40 years
4. Teacher qualification
 - a) Trained
 - b) Untrained
5. Kindly indicate how long you have been teaching in this school?
 - a) Less than 1 year
 - b) 1-2 years
 - c) 3-4 years
 - d) More than 4 years
6. Kindly indicate the number of schools you have taught before.
 - a) None
 - b) 1
 - c) 2
 - d) 3
 - e) More than 3

Part III: Factors influencing teacher turnover

This section contains descriptions of persuasions or situations that may help explain why you may want to quit teaching in this school willingly. In each case, please indicate the extent to which you agree or disagree with the situation stated in each box. Place a tick (✓) in the appropriate box

KEY:

SA-Strongly Agree; **A**-Agree; **U**-Undecided; **D**-Disagree; **SD**-Strongly Disagree

Section A. Leadership Related factors that may encourage me to quit teaching in this school.

	Statement	SA	A	U	D	SD
1	My supervisor allocates duties equitably					
2	Mentoring and Coaching programs are available					
3	My manager provides regular feedback					
4	The school rules and schedule are flexible					
5	Staff meetings are frequently held in the school					

Section B. Working Environment Related factors that may encourage me to quit teaching in this school.

	Statement	SA	A	U	D	SD
1	Teachers' offices are crowded					
2	My working table and chair are comfortable					
3	I do not interact well with my fellow teachers					
4	Teaching resources are readily available					
5	My classes are crowded					

Section C. Organizational culture related factors that may encourage me to quit teaching in this school

	Statement	SA	A	U	D	SD
1	I like the symbols of the school					
2	Formal procedures generally govern what teachers do in this school					
3	Teachers are hardworking and achievement oriented					
4	Teachers freely interact with one another and with their manager					
5	I like the dressing code of the school					

Section D. Remuneration related factors that may encourage me to quit teaching in this school

	Statement	SA	A	U	D	SD
1	I am happy with what I am paid in this school					
2	Allowances are paid for extra work done					
3	The salary I am paid is commensurate with my qualification and experience					
4	Pension programs are available in this school					
5	There is insurance cover for teachers in this school					

Part IV. Measures of Voluntary Turnover

Kindly indicate your position with a tick (✓) in respect of the intention to quit your teaching job in this school.

KEY: SA-Strongly Agree; A-Agree; U-Uncertain; D-Disagree; SD-Strongly Disagree

	Turnover Intentions	SA	A	U	D	SD
1	I am looking for an alternative employer					
2	If I had my way, I would not be working here					
3	I have seriously thought about quitting teaching altogether					
4	I may leave this school before too long					
5	I do not plan on leaving teaching soon					

Appendix iv. List of schools selected

NO.	NAME OF SCHOOL	NUMBER OF TEACHERS (POPULATION)	NUMBER OF TEACHERS SELECTED (SAMPLE SIZE)
1	BARTMORE	7	4
2	BISHOP MURIITHI	10	6
3	CHRIST THE KING	19	11
4	CITY MISSION	11	7
5	EASTMORE	16	9
6	HOPEWELL	14	8
7	KHALSA	12	7
8	KINGS ACADEMY	10	6
9	LAKE LAWRENZO	11	7
10	LORETO	12	7
11	PISTIS	9	5
12	RIVERSIDE	10	5
13	RONAKA HOUSE	18	11
14	SPOT LIGHT	10	6
15	ST. NICHOLAS	8	5
16	ST. XAVIER	11	7
17	YMCA	8	5
	TOTAL	238	116

Source: Researcher 2016

Appendix v. List of private secondary schools

NO.	NAME OF SCHOOL	NATURE OF SCHOOL	DIVISION	NUMBER OF TEACHERS
1	BARTMORE	MIXED	NTE	7
2	BISHOP MURIITHI	MIXED	NTE	10
3	CHRIST THE KING	GIRLS	NTE	19
4	CITY MISSION	MIXED	NTE	11
5	EASTMORE	GIRLS	NTW	16
6	HOPEWELL	MIXED	NTE	14
7	KHALSA	MIXED	NTE	12
8	KINGS ACADEMY	MIXED	NTE	10
9	LAKE LAWRENZO	GIRLS	NTE	11
10	LORETO	BOYS	NTE	12
11	PISTIS	MIXED	NTW	9
12	RIVERSIDE	MIXED	NTW	10
13	RONAKA HOUSE	MIXED	NTE	18
14	SHINERS GIRLS	GIRLS	NTE	34
15	SPOT LIGHT	MIXED	NTW	10
16	NAKURU PARKVIEW	BOYS	NTW	8
17	ST. NICHOLAS	MIXED	NTE	8
18	ST. XAVIER	MIXED	NTE	11
19	YMCA	MIXED	NTE	8
	TOTAL			238

Source: Sub County education office